DOCUMENT RESUME

ED 076 591 SP 006 542

AUTHOR Wilson, John A.
TITLE Self Concept and Performance in Student Teaching.
PUB DATE 72
NOTE 11p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Self Concept; *Self Concept Tests; Self Evaluation; Student Teaching; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics

ABSTRACT

To see if teachers as a group hold self-concepts different from those of nonteachers, a test group of student teachers and noneducation majors was asked to fill out, both as freshmen and seniors, the Tennessee Self Concept Rating Scale. The various compared results indicated differences in the direction of greater positive feelings of self, both as to behavior and identity, by the student teachers. (Appropriate tables are included in the text.) (JA)

FORM 510
PRINTED IN U.S.A.

ED 076591

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SELF CONCEPT AND PERFORMANCE IN STUDENT TEACHING:

Wilson, John A., M. D.
Vanderbilt University
Psychiatrist

Do teachers have a different self concept than do non-teachers? And do those teachers who are successful in their chosen profession differ in the manner in which they think of themselves than do teachers who are not so successful? The answers to these and related questions have been, until recently, restricted to speculation.

With the development of measures of the self concept and the accumulation of research related to this aspect of personality, the self picture of teachers has begun to emerge. Studies have shown that specific classroom behavior of teachers (or studied teachers) are predictable from their self concepts (Garvey, 1970, Passmore, 1970, and Nichols, 1971). Teachers with better, or normal, self concepts tend to receive higher ratings from students and supervisors than do teachers with deviant self concept scores.

SP 006 542

These findings might well be expected; those individuals who hold a "realistic" self picture, generally function better in any vocation, teaching, or other (Fitts, 1972). There is, as yet, however, little evidence that teachers as a group may hold self concepts that are identifiably different from self concepts of non-teachers.

Method:

Two groups of students participated in the study. Group I

was composed of (33) Belmont College students who were preparing for teaching careers. Their course of study included one semester of practice teaching, a time period of about four months. Seventy-one students who were seniors at Vanderbilt University, constituted Group II. None of the students in Group II were specifically preparing for a teaching career, and none had any experience in practice teaching.

The measure of self concept utilized was the Tennessee Self Concept Rating Scale (TSCS), a self administered, machine scoreable scale. The scale provides measures of a number of aspects of self with optimal score ranges for these aspects of self, whereby an individual may compare his self performance, or attitude toward self, with that of others. The aspects of self that are included on the scale, with a brief definition of each aspect, are presented in Table 1.

The (TSCS) was administered the Belmont College students (Group I) during January, before they began practice teaching. After completing practice teaching in May, the Self Concept Scale was re-administered to Group 1.

Vanderbilt students in 1968, were given the Self Concept Scale as a part of the freshman testing program. Seventy-one of these students were reidentified as seniors and readministered the same test. These (71) seniors constituted Group II in the present study.

Wilson, John A.

TABLE 1
TENNESSEE SELF CONCEPT SCALE
SCORES DESCRIPTION

SCORE	
SC	Self Criticism: "openness and capacity for self criticism"
T/F	True-False Ratio: "tendency to agree or disagree regardless of item content"
Net C	Net Conflict: (between responses to positively and negatively stated items)
Tot. C	Total Conflict: (regardless of direction)
Total	Total Positive: "overall level of self esteem"
Row 1	Identity
Row 2	Self Satisfaction
Row 3	Behavior
Col. A	Physical Self
Col. C	Personal Self
Col. D	Family Self
Col. E	Social Self
V Tot.	Variability ("from one area of self perception to another")
V Col.	Variability ("within the columns")
V Row.	Variability ("across the rows")
DST D	Distribution: "certainty about the way one sees himself
DST 5	Use of response: "completely true"
DST 4	Use of response: "mostly true"
DST 3	Use of response: "partly false and partly true"
DST 2	Use of response: "mostly false"
DST 1	Use of response: "completely false"
DP	Defensive Positive
GM	General Maladjustment (inverse)
PSY	Psychosis
PD	Personality Disorder (inverse)
N	Neurosis
PI	Personality Integration
NDS	Number of deviant signs (on all other scores; the scales's best index of psychological disturbance)

Results and Discussion:

Mean scores were computed for Group I on each of the dimensions of the self which are included in the scale. The pre and post practice teaching mean scores are presented in Table 2. As may be seen, the only dimension in which change occurs are in the areas of positive self feelings about self behavior (Row 3) and a gain in the certainty with which one views himself (Distribution). It would appear that the self concept of these young adults is stable, and that changes which occur after practice teaching do so in the direction of increased confidence in self.

Scores obtained on the first administration of the test were compared with those scores obtained four years later by the Vanderbilt University students (Group II). These scores were also surprisingly stable. There was some slight decrease in positive feelings about self behavior (Row 3) in contrast to the increased positive feelings of Group I. There was some loss of certainty about the way one viewed himself (Distribution) which again contrasts with the increase in certainty of the teacher group. While none of these differences between variables across the four-year span of test-retest given Group II, were significant, it is interesting to note that any changes which did occur were in the negative direction.

Changes occurring in the self conceptof Group I, the teaching Group, were in a positive direction.

Self concept mean scores for Group I, Belmont teachers, were com-

TABLE 2

TENNESSEE SELF CONCEPT SCORES FOR BELMONT COLLEGE STUDENTS
PRE AND POST PRACTICE TEACHING

SCALE	PRE TEACHING SCORES JANUARY, 1972 N=33		POST TEACHING SCORES MAY, 1972 N=31	
	X	SD	X	SD
SC	33	5.28	33	6.24
T/F	1.14	.28	1.19	.3
Net C	1.96	10.00 (T Score)	-.21	9.00 (T Score)
Tot.C	28	6.48	25	7.28
Tot.Pos.	357	23.85	360	27.59
Row 1	133	8.43	133	8.89
Row 2	115	11.96	112	12.77
Row 3	109	11.36	118	10.34
Col.A	71	5.48	73	7.68
Col.B	74	5.1	74	6.4
Col.C	67	6	68	6.48
Col.D	75	6.78	75	7.81
Col.E	70	7	73	7.75
V Tot.	43	10.95	41	11.66
V Col.	27	8	26	11.61
V Row	16	4.36	15	4
DST D	113	25.28	118	29.77
DST 5	15	9.43	16	11.14
DST 4	27	6.86	27	1.11
DST 3	20	11.18	17	11.79
DST 2	19	6.24	20	8.2
DST 1	18	8.37	19	10.05
DP	57	9.85	59	8.43
GM	99	6.93	102	6
PSY	45	5.38	47	6
PD	80	7.74	82	9.95
N	85	9.65	87	9.85
PI	12	3.46	13	3.74

pared with scores from Group II, Vanderbilt seniors. These comparisons are presented in Table 3. As a further means of determining if these teachers do maintain a unique self concept, scores obtained at Allegheny College were compared with those scores from Group I and Group II in the present study. The Allegheny College sample was divided into two subgroups, those who were given high, or positive teacher ratings, by their supervisors and those given low ratings. As may be seen from Table 3, the scores made by those student teachers rated high by their supervisors are similar to the scores made by the Belmont group of student teachers. On the other hand the scores of the low rated group of Allegheny student teachers are more like those of the Vanderbilt senior group of non-teachers. Differences between students who plan to teach and those who do not are particularly apparent in the positive feelings, (Tot. Pos.) in positive feelings of one's behavior (Row 3), in the certainty with which one views himself (Distribution), in the positive feelings of self identity (Row 1), in the conflict felt between positive and negative statements of self (Net C) with teachers having less conflict, in the use of more absolute responses, either true or false (Dist. 3), general low maladjustment (GM) with the teachers being better adjusted and less neurotic (*N*).

Table 4 compares the Belmont student teacher scores with scores obtained by Passmore from student teachers at two different institutions, Wesleyan College, and North Texas University. The high

TABLE 3

TENNESSEE SELF CONCEPT SCALE MEAN SCORES FOR TWO GROUPS OF STUDENT TEACHERS: BELMONT COLLEGE AND ALLEGHENY COLLEGE; VANDERBILT UNIVERSITY ARTS AND SCIENCE SENIORS; AND A GENERAL POPULATION SAMPLE

SCALE	GENERAL POPULATION	VANDERBILT SENIORS N-71	BELMONT STUDENT TEACHERS N-33	ALLEGHENY STUDENT TEACHERS N-28 High rated	ALLEGHENY STUDENT TEACHERS N-12 Low rated
SC	35	37.9	33	37.5	36
T/F	1	1	1.2	1	1.1
Net C	-5	-4.8	-2.1	-8	-1
Tot.C	30	29.8	25	26	24
Tot.Pos.	346	346.6	360	356	346
Row 1	127	124.6	133	131.5	127
Row 2	104	110.8	112	112.5	108
Row 3	115	111.1	118	115	111.5
Col.A	71	69	73	73.5	69.5
Col.B	70	70.6	74	70	72.5
Col.C	65	66.2	68	67	65
Col.D	71	72	75	75	75
Col.E	68	68.6	73	72	69.5
V.Tot.	48	43.3	41	40	45.5
V.Col.	29	24.5	26	22.5	27.5
V.Row	19	18.7	15	16.5	18.5
DST D	120	114.1	118	118	109.5
DST 5	18	16.9	16	14.5	13.5
DST 4	24	24.6	27	27	28.5
DST 3	18	20	17	18	17.5
DST 2	19	21	20	22.5	21.5
DST 1	21	17.2	19	19	16
DP	54	53.3	59	53.5	56.5
GM	99	96.1	102	100	93.5
PSY	46	45.8	47	43	45.5
PD	76	74	82	78	77
N	84	82.7	87	88	88.5
PI	10	11.3	13	13	9.5

(Adapted from Garvey)

TABLE 4

DIFFERENCES IN SEVERAL CRITICAL ASPECTS OF THE SELF CONCEPT SCALE BETWEEN STUDENT TEACHERS RATED HIGH AND STUDENT TEACHERS RATED LOW AS TO TEACHING SKILLS

TSCS SCORES	WESLYAN COLLEGE AND NORTH TEXAS UNIVERSITY SAMPLE*				BELMONT COLLEGE SAMPLE	
	UPPER THIRD (N=36)		LOWER THIRD (N=36)		TOTAL GROUP RATED HIGH (N=33)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
TOTAL P	357.81	27.63	342.14	25.44	360	28
TOTAL CONFLICT	27.19	7.88	32.69	9.72	25	7
ROW 1-IDENTITY	132.72	7.35	128.86	9.35	133	9
ROW 2-SELF SAT.	108.75	14.32	100.78	12.19	112	13
ROW 3-BEHAVIOR	116.33	9.47	112.50	9.65	118	10
SELF CRITICISM	35.58	5.87	34.53	5.67	33	6

*Adapted from Passmore (1970).

rated teachers in Passmore's study group were much like the Belmont group (all of whom were rated high by their supervisors) on six critical aspects of self. In each area of self, the differences between those students who were rated as good teachers and those who were not rated high, were in the direction of a more positive, consistent, well adjusted self.

Conclusion: Scores obtained on the Tennessee Self Concept Rating Scale by a group of college students who have not chosen teaching as a career were compared with scores obtained from students who had planned a teaching career and those who had a positively rated experience as practice teachers. There were identifiable differences between a number of aspects of the self concept. These differences were in the direction of greater positive feelings of self, both as to behavior and identity by the student teachers. Students who have chosen to be teachers are more consistent and less conflicted in their view of self, and show less general maladjustment and neurotic tendencies than do non-teachers. This is not to say that teachers are, in fact, better adjusted and less neurotic than are non-teachers, but it would appear that teachers see themselves as stable and well adjusted. Further, those student teachers who have the more positive self view, are rated by their supervisors as more successful as teachers.

From this study we may say that as a man thinketh, so is he. A young adult who believes himself to be a positive person, and one who is capable of teaching others, is viewed in like manner by his supervisors and his students.

Study: John A. Wilson, M. D., 1972

Wilson, John A.

1. Garvey, R, Self Concept and Success in Student Teaching
Journal of Teacher Education, 1970, 21(3), 357-361

2. Fitts, W. H., Manual for the Tennessee Self Concept Scale,
Nashville: Counselor Recordings and Tests, 1965

3. Fitts, W. H., The Self Concept and Performance: Counselor
Recordings and Tests, Nashville, 1972, Pg. 47

4. Passmore, W. S. J., An Investigation of Relationship of Self
Concept and Selected Personal Characteristics
of Student Teachers to Success in Student
Teaching (Doctoral Dissertation, North Texas
State University) Ann Arbor, Mich.; University
of Michigan, 1970, No. 71-8684

5. Galloway - Professor, and, head of the Department of Education
Belmont College, Nashville, Tennessee.

John A. Wilson, M. D.
Vanderbilt University Psychiatrist

Special Mention:

1. Wilson, Carol Paige, Research Assistant; furnished invaluable
statistical and mathemati cal help.

2. Liles, S. J., furnished involved and detailed secretarial help.